

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY PUBLIC SCHOOLS	School: Jose Marti Freshman Academy
Chief School Administrator: MRS. S. ABATTO	Address: 1800 Summit Ave Union City, NJ 07087
Chief School Administrator's E-mail: sabbato@union-city.k12.nj.us	Grade Levels: 9
Title I Contact: Lucy Soovajian	Principal: Mr. Rudy Baez
Title I Contact E-mail: Isoovajian@union-city.k12.nj.us	Principal's E-mail: rbaez@union-city.k12.nj.us
Title I Contact Phone Number: 201-271-2289	Principal's Phone Number: 201- 348-5400

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 7,685,460, which comprised 97 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 7,699,592, which will comprise 97 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Supplies and Materials	1,2,3	YES	610	127,880
Purchased services	1,2,3	YES	610	50,000
Other material	1,2,3	yes	610	4,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Rudy Baez, Principal	Administration, JMFA	x	x	x	On File
Kenneth Such, Assistant Principal	Administration, JMFA	x	x	x	On File
Steven Higuera, Assistant Principal	Administration, JMFA	x	x	x	On File
Angela Hutton, Supervisor of Humanities	Administration, JMFA	x	x	x	On File
Lisette Gallardo-Ariza, Supervisor	Administration, JMFA/Central Office	x	x	x	On File
Sheila Manigault, ELL Coach/Leader	Classroom Teachers (ELL)	x	x	x	On File
Anel De Jesus	CST/School Psychologist	x	x	x	On File
Lizzette Fernandini	Parent Liason	x	x	x	On File
Laura Barbieri	Student Council	x	x	x	On File
Rafael Gonzalez	Student	x	x	x	On File
Wiliener Encarnacion	Student	x	x	x	On File

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

	Parent	x	x	x	On File
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
March – April 3/23, 3/30, 4/13	Union City High School	Comprehensive Needs Assessment	x		x	
April – May 4/20, 4/27, 5/4	Union City High School	Schoolwide Plan Development	x		x	
May 5/11, 5/18, 5/28	Union City High School	Program Evaluation	x		x	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The vision of the Union City School District is focused on achieving one crucial goal - to enable all of our students to acquire the skills, understandings and attitudes needed to be productive and successful members of our society. Our expectation is for all students to strive for continuous academic success. All staff members are responsible to ensure that the students at UCHS are empowered and enabled to make strong gains academically. Collaboration among teachers and departments as well as the partnerships with surrounding colleges and universities are essential to our continued success. All stakeholders are committed to continuous improvement through our participation in intense professional development series as well as our small learning communities and collaboration.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, the program was implemented as planned.
2. What were the strengths of the implementation process? One strength was a continued focus on reform strategies for increased teacher effectiveness through Professional Development. In addition, there was a strong focus on data analysis to continue to isolate and differentiate instruction for students.
3. What implementation challenges and barriers did the school encounter? Some challenges to the implementation process were finding and analyzing large amounts of data expeditiously to increase student achievement.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? One strength of the program was the cooperative collaboration between all stakeholders; administration and teaching staff. One challenge that our program presented was customizing our professional development series for all content areas to successfully promote increased student achievement in the areas of language arts literacy and mathematics.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? We managed to inform all of the staff of the reform strategies and special programs aimed at increasing student achievement through various collaborative meetings as well as professional development sessions.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The perceptions of the staff were positive and focused on increasing student achievement. A survey was used to measure staff perceptions.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The community, as always, is very supportive and encouraging of our academic excellence at UCHS/JMFA. The tool we used to measure the community perception was a survey conducted through Survey Monkey. Outreach – parent breakfast meetings, informal Q & A.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Most of the programs were delivered via small learning environments where students could receive individualized and/or differentiated instruction.
9. How did the school structure the interventions? As always the interventions were strategically organized through data analysis of State Wide test results, District Assessment and other assessment data.
10. How frequently did students receive instructional interventions? The students received continual interventions within their core classes. SGO, district assessment, and any other available academic achievement data was reviewed on a consistent basis and interventions were modified accordingly.
11. What technologies did the school use to support the program? Several technologies were utilized to support the program, such as Study Island, Edmodo and Questia.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how? Yes, the immediate feedback enabled teachers and students to pinpoint what academic areas needed improvement.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA		
Grade 5	NA	NA		
Grade 6	NA	NA		
Grade 7	NA	NA		
Grade 8	NA	NA		
Grade 11	88 first time test takers	Awaiting results	In class target tutoring Peer tutoring AHSA classes	Deployed our coaches based on data – NJ Pass scores, HSPA scores, SGO assessments, District assessments, etc. and targeted who needed assistance and where deficiencies were
Grade 12		68		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 5	NA	NA		
Grade 6	NA	NA		
Grade 7	NA	NA		
Grade 8	NA	NA		
Grade 11	227 first time test takers	Awaiting results	In class target tutoring Peer tutoring AHSA classes	Deployed our coaches based on data - Benchmarks, District assessments etc. and targeted who needed assistance and where deficiencies were
Grade 12		129		

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	NA	NA		
Grade 1	NA	NA		
Grade 2	NA	NA		
Grade 9	121	Awaiting results	In class target tutoring Peer tutoring Plato	Deployed our coaches based on data - Benchmarks, District assessments etc. and targeted who needed assistance and where deficiencies were
Grade 10	?????	Awaiting results	In class target tutoring Peer tutoring Plato	Deployed our coaches based on data - Benchmarks, District assessments etc. and targeted who needed assistance and where deficiencies were

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	146	Awaiting results	In class target tutoring Peer tutoring Plato	Deployed our coaches based on data – Benchmarks and/or District assessments etc. and targeted who needed assistance and where deficiencies were
Grade 10	?????	Awaiting results	In class target tutoring Peer tutoring Plato	Deployed our coaches based on data – Benchmarks and/or District assessments etc. and targeted who needed assistance and where deficiencies were

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	11 th grade students	Continue to promote and increase PSAT/SAT awareness through SAT LAL and SAT Math classes. Tie SAT courses to Chemistry labs, to ensure that students are receiving intervention strategies for both LAL and math four days a week.	Yes	Student course and test information stored in PowerSchool School Performance Report	Increased the number of SAT LAL and math sections by 10% 2% increase in the number students scoring 1550 on the SAT reported on the 2012-2013 to 2013-2014 School Performance report
ELA	ELA – all sub groups	Continued implementation of Benchmark Assessment Practices within Language Arts Literacy Intervention Courses (SAT LAL and English ACE) to better evaluate student need and develop intervention services Articulation of Benchmark Assessment Practices with edConnect for Data Analysis/Reporting down to the CCSS indicator level	Yes	Data results stored in Achievement Series	3-5% successive increase in overall student performance within the subgroups on district assessments (literacy) for students enrolled in these courses when compared with historical achievement performance
Math	Math – all sub groups	Continued implementation of Curriculum developed during Summer 2013: Math and LAL Curriculum developed to allow for PARCC preparation. Re-sequencing of content to better address the Common Core State Standards for LAL and Math; ; development of units of study to address 21 st Century teaching and learning; infusion of benchmarking system with edConnect for better analysis of student achievement of course content	Yes	Data results stored in Achievement Series	3-5% successive increase in overall student performance within the subgroups on district/school benchmark assessments. 90% attainment of clinical walkthrough “look-for” items of each cycle agenda by department as evidenced within the walkthrough summative reports
ELA		Continued use of Content Coaches to provide targeted	Yes	Data results stored in Achievement Series	3-5% successive increase in overall student performance within the

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Math		student intervention, reduce class-size and student-teacher ratios where warranted, provide professional development of best practice and 21st Century teaching and learning, and assist in data analysis for programming			subgroups on district/school benchmark assessments.
ALL		Continued use of Clinical Walkthrough Procedure which allows for targeted assessment of classroom instruction and professional development need throughout building	Yes	Walkthrough Data Analysis, improve teacher effectiveness through strategic professional development series geared towards increasing student achievement	90% attainment of clinical walkthrough "look-for" items of each cycle agenda by department as evidenced within the walkthrough summative reports
ELA		Continued use of "WHOTS" period within the LAL classes to provide continual interdisciplinary focus on writing across the curriculum with higher order thinking skills requiring students to make text connections.	Yes	Documentation results on standardized assessments Teacher created, open ended question banks housed in the UCHS public folder system	90% attainment of clinical walkthrough "look-for" items of each cycle agenda by department as evidenced within the walkthrough summative reports
ELA	ELLs	Continued use of Lesson Planning format to enable staff to incorporate the Common Core Standards for LAL and Math to differentiate teaching and learning activities while maximizing use of instructional time (40, 60, and 80 minute period formats)	Yes	Lesson plans are stored with each department supervisor	90% attainment of clinical walkthrough "look-for" items of each cycle agenda by department as evidenced within the walkthrough summative reports
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All	After school tutoring		Standardized Test results	Awaiting test results
Math	All	After school tutoring		Standardized Test results	Awaiting test results
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA & Math	All	Walkthrough data reports, Delayed Openings, One session district wide PD		Staff Professional Development surveys Walkthrough Data Reports	More than 82% of the staff responded “satisfactory” when describing the professional development offerings. Consistent application of professional development topics and skills were evident in walkthrough data analysis, with technology use at approximately 90% of the classroom visits.
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	ALL	Parent/Breakfast Workshops	Yes	Survey Results Agenda/Minutes with Parent Liaison	Attendance rate goal of 5% increase was achieved at each session.
ELA Math	ALL	Support Service Task Force	Yes	SSST Log	Attendance rate goal of 5% increase was achieved.
ELA Math	ALL	Back to School/Parents' Night	Yes	Attendance Records	Attendance rate goal of 5% increase was achieved.
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PSAT – SOAS reports	<p>Grade 9 (AEA): 58% percent of the 9th grade students that took the PSAT in October 2015 at UCHS achieved a critical reading score of 40+ thus meeting the LAL proficiency graduation requirement for their graduating class.</p> <p>Grade 10: 33% of the 10th grade students that took the PSAT in October 2015 at UCHS achieved a critical reading score of 40+ thus meeting the LAL proficiency graduation requirement for their graduating class.</p> <p>Grade 11: 42% of the 11th grade students that took the PSAT in October 2015 at UCHS achieved a critical reading score of 40+ thus meeting the LAL proficiency graduation requirement for their graduating class.</p> <p>Overall, 39% of the students that participated in the October PSAT met the LAL proficiency graduation requirement.</p> <p>Discrete analysis of the SOAS reports indicates that across the three grade levels the two strongest skill clusters were: reasoning and inferencing and understanding literary elements .</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	LAL District Assessments	<p>Comparative analysis of the District Assessments #1 and #2 indicate an upward trend in performance across the three grade levels which included all subgroups:</p> <p>Grade 9: Mean score increased by 2.2 points from test 1 to test 2 indicating a 4.1% growth rate.</p> <p>Grade 10: Mean score increased by 7.87 points from test 1 to test 2 indicating a 16.9% growth rate.</p> <p>Grade 11: Mean score increased by 6.69 points from test 1 to test 2 indicating a 13.27% growth rate.</p> <p>Academic performance gains across the three testing grades; however; discrete analysis of Test 1 and Test 2 scores indicated that the following standards needed remediation:</p> <p>Grade 11 – RL.11-12.5 and RI.11-12.4</p> <p>Grade 10- RL.9-10.7, RI.9-10.3, and RI.9-10.5</p> <p>Grade 9 – RL.9-10.5 and RI.9-10.4</p>
Academic Achievement - Writing	PSAT – SOAS reports	<p>Performance on the writing section of the PSAT remained consistent from grade level to grade level.</p> <p>Grade 9: The mean score for the writing section on the PSAT was 37.7</p> <p>Grade 10: The mean score for the writing section on the PSAT was 33.5</p> <p>Grade 11: The mean score for the writing section on the PSAT was 35.5</p>
Academic Achievement - Mathematics	PSAT – SOAS reports	<p><u>PSAT Results</u></p> <p>The data revealed the following students in their respective grade levels reached proficiency in mathematics on the PSAT:</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>Grade 9 (Math) : 68% percent of the 9th grade students that took the PSAT in October 2015 at UCHS achieved a mathematics score of 40+ thus meeting the math proficiency graduation requirement for their graduating class.</p> <p>Grade 10(Math): 47% percent of the 10th grade students that took the PSAT in October 2015 at UCHS achieved a mathematics score of 40+ thus meeting the math proficiency graduation requirement for their graduating class.</p> <p>Grade 11(Math): 58 % percent of the 11th grade students that took the PSAT in October 2015 at UCHS achieved a mathematics score of 40+ thus meeting the math proficiency graduation requirement for their graduating class.</p> <p>Overall, 54.3% of the students that took the PSAT have reached their proficiency for mathematics.</p> <p>Discrete analysis shows that all three grade levels improved in the mathematical cluster of Geometry and Measurement. The 9th grade improved by 4%, 10th grade by 5%, and the 11th grade by 8%. Also, all three grade levels improved immensely in the processing skill of communication on the test. The 9th grade improved by 13%, 10th grade by 11%, and 11th grade by 10%.</p>
Academic Achievement - Mathematics	Math District Assessments	<p><u>District Assessment Results</u></p> <p>The data revealed that improvement was reached in the three core content areas of mathematics in the second administration of the District Assessments. Algebra 1's mean average was improved by 9.05%; Geometry's average was improved by 13.4%; Algebra 2's average was improved by 23.09%.</p> <p>Discrete analysis shows that improvement can be met in different standards for the content areas. Algebra 1 students scored a mean of 34.76% on interpreting expressions that represent a quantity (HSA-SSE.A.1). Geometry students scored a mean of 27.69% on using trigonometric ratios to solve right triangles in applied problems (HSG.SRT.C.8). Algebra 2 students scored</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		a mean of 33.76% on identifying the effect on the graph by replacing $f(x)$ by $f(x) + k$, $kf(x)$, etc. (HSF.BF.B.3).
Family and Community Engagement	Parent Workshops	From 2013-2014 to 2014-2015 parent workshop offerings increased by 18%. In addition, attendance at those workshops increased by 58%.
Professional Development	Reports of PD sessions offered	Usage statistics Training evaluation results Surveys
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities		
Homeless Students	n/a	
Migrant Students		
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment? Summative data results from various resources was culled and analyzed by the Administrative Team (formerly IST). These resources included the Analysis of the Common Core skill

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

mastery across student groups and across content area from our district benchmarking assessments, clinical walkthrough data reports (weekly reporting of visible strategies/practices being executed daily across learning environments, and standardized testing data reports), Central Office provided reports on NJPASS, as well as data Supervisor reports at the local school level. These results were then shared with the Needs Assessment, Administrative Team, and NCLB committee for Union City High School via technology presentation and discussion roundtable.

2. What process did the school use to collect and compile data for student subgroups? All data for all student subgroups is collected and summarized via Achievement Series application software (on-going/district benchmarking assessment data), and Central Office reports (standardized test data). All school level data is collected, scanned and used to generate summative reports, which include disaggregated data for subgroup analysis drilled down to the CCCS indicator level. These data results are articulated with supplemental programming and services with Achievement Series.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? All data is articulated with AYP targets and goals set forth from NJDOE. We use the same consistent proficiency targets to create and monitor programming and services, and make predictive analysis statements in an attempt to isolate our students/programming strengths and weaknesses in an effort to provide quality and effective services.
4. What did the data analysis reveal regarding classroom instruction? Our English Language Learners experience difficulty in the target language because they lack a solid foundation of skills in their native language for transference. Many of our students lack formal education prior to coming to our district. Much time is spent developing their native language skills first, so that it can provide literacy and numeracy support in L2. This creates great challenges in responding to written tasks because often their language development is not at the proficiency level required to frame adequate responses, great challenges in reading and responding to text because the

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

vocabulary and syntax skills are still developing, and great challenges in responding to problem solving in mathematics when literacy plays an active role in understanding word problems.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? In past years, professional development offerings were isolated and disconnected to the student need at the secondary education level. For the past three years, each professional development offering was a direct result of walkthrough data and assessment data analysis. Technology was used as a catalyst to address the needs of the students in a much more strategic and timely approach within a cycle of 6-8 weeks. A much more concentrated effort was made to address the subgroup populations and implementation of the Common Core Standards. The coaches enabled us to offer multiple professional development strands that included weekly sessions, monthly sessions, and quarterly sessions.
6. How does the school identify educationally at-risk students in a timely manner? Our electronic data systems enable our administrative team to identify the most at-risk student populations. SGO performance data, LAL and math district assessment data, PSAT data and academic progress data are all used to assess the state of student learning at UCHS. These strands enable the administrative team to assemble data profiles of need across content, program, and student populations, which allow us to provide instant intervention where necessary. The reports are shared and analyzed and new services are developed every 8 weeks.
7. How does the school provide effective interventions to educationally at-risk students? Once the need is determined, multiple intervention services are deployed. Academic coaches provide student support within two models: push-in and pull-out. These instructional scenarios will run for 6-8 weeks and then students are reevaluated for continued services when necessary. This year we will offer comprehensive distributive counseling model, which will address the affect issues contributing to academic problems.
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Our professional development strand included sessions on the use of assessment data and how to apply technological resources to address those student results/needs as reported from our Achievement Series data warehouse resources. Reports were generated from assessments for each staff member, specific to the course and student populations. Then strategies were introduced to address those populations effectively through weekly PD strands.
- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? N/A
- 12.** How did the school select the priority problems and root causes for the 2015-2016 school-wide plan? A comprehensive review of the planning elements from last years Title I Unified Plan and their effectiveness is conducted. All data results released from summative resources (PSAT, ACCESS, District Assessments) are analyzed/Shared with stakeholders and new priority problems are determined.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap	Limited English Proficient Student Academic Needs in Mathematics
Describe the priority problem using at least two data sources	A disparity exists in performance for different groups of students at Union City High School	LEP sub-groups were unable to attain the projected AYP benchmark in mathematics
Describe the root causes of the problem	Staff needs support in meeting the needs of all students including sub-groups through quality professional development	Staff needs support in meeting the needs of all students including sub-groups through quality professional development
Subgroups or populations addressed	<ul style="list-style-type: none"> ● All students ● Economically Disadvantaged Learners ● Special Needs Learners ● English Language Learners 	<ul style="list-style-type: none"> ● All students ● Economically Disadvantaged Learners ● Special Needs Learners ● English Language Learners
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy & Mathematics	Language Arts Literacy & Mathematics
Name of scientifically research based intervention to address priority problems	<u>Primary Strategies:</u> <ul style="list-style-type: none"> ● Using Formative and Student Assessment Data ● Providing High-Quality Professional Development to Ensure Effective Instructional Practices ● Providing Rigorous Curriculum ● Providing Effective Leadership 	<u>Primary Strategies:</u> <ul style="list-style-type: none"> ● Using Formative and Student Assessment Data – PSAT, SAT, District Assessments, Plato, PARCC and edConnect ● Providing High-Quality Professional Development to Ensure Effective Instructional Practices ● Providing Rigorous Curriculum ● Providing Effective Leadership
How does the intervention align with the Common Core State Standards?	<u>Using Formative & Student Assessment Data:</u> <ul style="list-style-type: none"> ● All data reports are a reflection of student performance against the National Common Core to the indicator level <u>Professional Development & Effective Instructional Practices:</u> <ul style="list-style-type: none"> ● All offerings are aligned with the NJ Professional Standards for Teachers Framework for 21st Century Learning, & National Common Core State Standards 	<u>Using Formative & Student Assessment Data:</u> <ul style="list-style-type: none"> ● All data reports are a reflection of student performance against the National Common Core to the indicator level <u>Professional Development & Effective Instructional Practices:</u> <ul style="list-style-type: none"> ● All offerings are aligned with the NJ Professional Standards for Teachers Framework for 21st Century Learning, & the Common Core State Standards

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p><u>Rigorous Curriculum:</u></p> <ul style="list-style-type: none"> ● <i>All Union City curricula are currently being revised/enhanced to ensure alignment to the National Common Core State Standards and PARCC initiative</i> <p><u>Effective Leadership:</u></p> <ul style="list-style-type: none"> ● <i>Clinical walkthroughs revolve around look-for items of strategy and practice articulated to mastery of the National Common Core State Standards and PARCC initiative.</i> 	<p><u>Rigorous Curriculum:</u></p> <ul style="list-style-type: none"> ● <i>All Union City curricula are currently being revised/enhanced to ensure alignment to the National Common Core State Standards and PARCC initiative</i> <p><u>Effective Leadership:</u></p> <ul style="list-style-type: none"> ● <i>Clinical walkthroughs revolve around look-for items of strategy and practice articulated to mastery of the National Common Core State Standards and PARCC initiative.</i>
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student Academic Needs in Mathematics	NA
Describe the priority problem using at least two data sources	Student groups were unable to attain the projected benchmark in mathematics	NA
Describe the root causes of the problem	Staff needs support in meeting the needs of all students including sub-groups through quality professional development	NA
Subgroups or populations addressed	<ul style="list-style-type: none"> • All students • Economically Disadvantaged Learners • Special Needs Learners English Language Learners 	NA
Related content area missed (i.e., ELA, Mathematics)	Grade 9	NA
Name of scientifically research based intervention to address priority problems	Mathematics	NA
How does the intervention align with the Common Core State Standards?	<p><u>Using Formative & Student Assessment Data:</u></p> <ul style="list-style-type: none"> • All data reports are a reflection of student performance against the National Common Core to the indicator level <p><u>Professional Development & Effective Instructional Practices:</u></p> <ul style="list-style-type: none"> • All offerings are aligned with the NJ Professional Standards for Teachers Framework for 21st Century Learning, & National Common Core State Standards 	NA

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p><u>Rigorous Curriculum:</u></p> <ul style="list-style-type: none">• <i>All Union City curricula is in the process of being aligned with National Common Core State Standards</i> <p><u>Effective Leadership:</u></p> <p><i>Clinical walkthroughs revolve around look-for items of strategy and practice articulated to mastery of the National Common Core State Standards.</i></p>	
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General Population ELLs Special Needs	Continued implementation of Benchmark Assessment Practices within Language Arts Literacy Intervention Courses (LAL, & English ACE) to better evaluate student need and develop intervention services Articulation of Benchmark Assessment Practices with edConnect for Data Analysis/Reporting down to the CCSS indicator level	Principal/ Ed. Director, AT, Department Administrators	Product Reviews of subgroup portfolio writing samplings with an average rubric score of “3” or higher on prose constructed responses.	IES National Center for Education Evaluation and Regional Assistance. (2007). <i>The predictive validity of selected benchmark assessments used in the mid-atlantic region.</i> Lachat, M. A. & Smith, S. (2005). Practices that support data use in urban high schools. <i>Journal of Education for Students placed at Risk.</i>
Math ELA	General Population ELLs Special Needs	Continued implementation of Curriculum developed during Summer 2010: English 3 & 4 ACE (Revised), Algebra 1 BL ACE, Algebra 2 ACE Curriculum developed to allow for block 80-minute periods of Mathematics that supports rigorous units of study focused on inquiry based instruction Re-sequencing of content to better address CCSS; development of units of study to address 21 st Century teaching and learning; infusion of benchmarking system with edConnect for better analysis of student achievement of course content	Principal/ Ed. Director, AT, Department Administrators	3-5% successive increase in overall student performance within the subgroups on district/school benchmark assessments. 90% attainment of clinical walkthrough “look-for” items of each cycle agenda by department as evidenced within the walkthrough summative reports Product Reviews of subgroup portfolio writing samplings with an average rubric score of “3” or higher on prose constructed responses.	Enyedy, N. & Muckhopadhyay, S. (2007). They don’t show nothing I didn’t know: Emergent tensions between culturally relevant pedagogy and mathematics pedagogy. <i>The Journal of the Learning Sciences.</i> IES National Center for Education Evaluation and Regional Assistance. (2007). Evidence-based decision-making: Assessing reading across the curriculum interventions.
ELA Math	General Population ELLs Special Needs	Continued use of Content Coaches to provide targeted student intervention, reduce class-size and student-teacher ratios where warranted, provide professional development of best practice and 21 st Century teaching and learning, and assist in data analysis for programming	Principal/ Ed. Director, AT, Department Administrators	3-5% successive increase in overall student performance within the subgroups on district/school benchmark assessments. Product Reviews of subgroup portfolio writing	National High School Center (2006). <i>Emerging evidence on improving high school student achievement and graduation rates: The effects of four popular improvement programs.</i>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ALL	General Population ELLs Special Needs	Continued use of Clinical Walkthrough Procedure which allows for targeted assessment of classroom instruction and professional development need throughout building	Principal, AT, Department Administrators	90% attainment of clinical walkthrough “look-for” items of each cycle agenda by department as evidenced within the walkthrough summative reports	Marzano, R. J., Waters, T., & McNulty, B. (2005). <i>School leadership that works: From research to results.</i> ASCD.
ALL	General Population ELLs Special Needs	Continued use of “WHOTS” period within all content areas to provide continual interdisciplinary focus on writing across the curriculum with higher order thinking skills requiring students to make text connections.	Principal, AT, Department Administrators	90% attainment of clinical walkthrough “look-for” items of each cycle agenda by department as evidenced within the walkthrough summative reports	Noguera, P. (2004). Transforming high schools. Educational Leadership.
ALL	General Population ELLs Special Needs	Continued use of Lesson Planning format to enable staff to differentiate teaching and learning activities while maximizing use of instructional time (40, 60, and 80 minute period formats)	Principal, AT, Department Administrators	90% attainment of clinical walkthrough “look-for” items of each cycle agenda by department as evidenced within the walkthrough summative reports	National Education Association. (2005). Culture abilities Resilience Effort (CARE): <i>Strategies for closing the achievement gaps.</i>
ELA Math	General Population ELLs Special Needs	Continued offering of SAT LAL and/or SAT Math to 11th grade students. Use of PLATO SAT software and other resources to provide targeted instruction to improve specific clusters identified by the PSAT SOAS report as falling under the benchmark.	Principal, AT, Department Administrators	3-5% increase in the number of students offered SAT LAL or SAT Math prep 3-5% increase in SAT performance on the critical reading and mathematics portion of the exam. 3-5% increase in the number of students achieving a 40+ on the Critical Reading and Mathematics portion of the SAT. A score of 40 on either section will qualify as the Language Arts and/or Mathematics proficiency required for graduation for the classes of 2016, 2017, 2018.	Shaw, E. (2015). An SAT Validity Primer. College Board Research.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Psychology	General Population ELL Special Needs	College Career Readiness Courses	Vice Principal of Guidance	Performance Results on exit exam	Results from Accuplacer exam for entrance into the program to develop target skill to focus on
Science	General Population ELL Special Needs	Internships (UMDNJ, NJIT, Rutgers, etc.)	Supervisor of Science	Program evaluation	Using Student Achievement Data to Support Instructional Decision Making
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	After school PARCC tutoring	BL At Risk Leader Vice Principal of BL program	Performance results on PARCC PBA and EOY 2015	Marzano, R. J., Waters, T., & McNulty, B. (2005). <i>School leadership that works: From research to results</i> . ASCD.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ALL	General Population ELL Special Needs	Continued Use of the design model of professional development series from previous year to include 3 program strands: Bi-monthly during designated collaborative planning periods, delayed opening structure, 1-session district designated days	Principal, Administration, Technology Supervisor	<ul style="list-style-type: none"> 90% attainment of clinical walkthrough "look-for" items of each cycle agenda (PD topics being applied) by department as evidenced within the walkthrough summative reports Completed staff surveys of professional development offerings 	Annenberg Institute for School Reform. (2008). <i>Beyond test scores: Leading indicators for education.</i> IES National Center for Education Evaluation and Regional Assistance (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement.</i>
ALL	General Population ELL Special Needs	Continued use of the Academic Coaches (Literacy, Mathematics, Special Needs, Technology, Bilingual At-Risk Leader) to provide professional development in strategy, technique, technology, and data analysis. Audience format includes departmental setting, small group, and individual teacher mentor/peer	Principal, Administration, Technology Supervisor	<ul style="list-style-type: none"> 90% attainment of clinical walkthrough "look-for" items of each cycle agenda (PD topics being applied) by department as evidenced within the walkthrough summative reports 	Learning First Alliance. (2003). <i>Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools.</i>

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The people who will be responsible for this program are Krystle Aste, Lucy Soovajian, Raymond Coccioli and Michele Cowan.
2. What barriers or challenges does the school anticipate during the implementation process? A disparity exists in performance for different groups of students at Union City High School.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? We will obtain buy in through educating our parents on the benefit of the program. We will do this by holding parent workshops and informational meetings.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? In order to measure the perceptions of the staff we will conduct surveys, monitor evaluation results and attendance. In addition we will monitor and evaluate parent workshops.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? In order to gauge the perception of the community we will conduct surveys during back to school night and parent's night.
6. How will the school structure interventions? The school will structure interventions based on data received.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

7. How frequently will students receive instructional interventions? Frequency of the interventions will be based on the data received. Interventions for at-risk subgroup populations will be provided on eight-week cycles upon which services will be evaluated and renewed if necessary.
8. What resources/technologies will the school use to support the schoolwide program? The school will use several technology based resources to help support the school-wide program. These resources will include the use of SmartBoards, iPads, laptop carts, etc.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Student Growth Objective pretest and post test as well as the data collected from the benchmarks will be used to measure the effectiveness of each intervention provided.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The school will disseminate the results of the school-wide program evaluation to its stakeholders through collaborative department meetings as well as through parent workshop meetings.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ALL	ALL	Continued implementation of the "Kid Talk" component of the distribute counseling with an opportunity for all stakeholders including parents to discuss the academic and behavioral status of students	Assistant Principal	<ul style="list-style-type: none"> 5% increase in kid talk sessions 5% increase in attendance as documented through collected through signed attendance sheets 	Epstein, J. (2007). <i>Connections count: Improving family and community involvement in secondary schools</i> . Principal Leadership, 8.
Health	ALL	Union City Pediatric Health Clinic is housed within the high school to provide on-site medical and psychological support to students and their families.	Union City Medical Director	<ul style="list-style-type: none"> <i>Baseline needs to be established: daily logs of student and family attendance/use as generated through medical department this year with a 5% increase moving forward</i> 	Sheldon, S. B. (2003), Linking school-family-community partnerships in urban schools to student achievement on state tests. <i>Urban Review</i> , 35.
ALL	ALL	Continue to use and expand the Parent Teacher Organization	Parent Liaison	<ul style="list-style-type: none"> 5% increase in membership 	Epstein, J. (2007). <i>Connections count: Improving family and community involvement in secondary schools</i> . Principal Leadership, 8.
ALL	ALL	Continue to offer parent workshops to address	Parent Liaison	<ul style="list-style-type: none"> 10% increase in attendance at workshops 	Epstein, J. (2007). <i>Connections count: Improving family and community involvement in secondary schools</i> . Principal Leadership, 8.
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically				

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Research shows that children of parents who are involved in their education increase their likelihood of attaining their goals; therefore our school provides opportunities that promote parental involvement (see chart above). Union City High School also offers a comprehensive health clinic for all students and families to ensure physical well-being of our students in minimizing attendance issues and maximizing students' participation within regular classroom instruction.
2. How will the school engage parents in the development of the written parent involvement policy? A written policy is in place and was jointly created by administration and the PTSA. In addition, the district has a parent involvement policy that correlates to the Title 1/NCLB guidelines.
3. How will the school distribute its written parent involvement policy? Parents are given the compact information when enrolling their child at central registration. They are asked to review it and return it signed to their child's school. It is filed in the student's cumulative folder.
4. How will the school engage parents in the development of the school-parent compact? Parents are encouraged to participate in the PTSA. This will also be addressed during back to school and parent teacher conferences.
5. How will the school ensure that parents receive and review the school-parent compact? Aside from parents receiving the compact during enrollment, there will be an automated telephone message as well as a letter sent to all parents.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

6. How will the school report its student achievement data to families and the community? Data is shared with parents and the public via the state website regarding State School Profiles. This report includes demographic information, as well as, performance measures on an annual basis to inform parents of the school's progress. In addition, a narrative is included highlighting the previous year's accomplishments. In addition, newsletters and newspaper ads are utilized as a means of communication continually inform parents of student progress.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? A notification letter was sent to the parents through the ESL/Bilingual office and a copy of letter is housed in the student's cumulative folder.
8. How will the school inform families and the community of the school's disaggregated assessment results? School newsletter, principal address
 - ❑ Presentation of assessment results to review the school profile
 - ❑ HSPA home reports outlining individual student achievement
 - ❑ ACCESS for ELLs parent report for our ELL students
 - ❑ <http://www.union-city.k12.nj.us/http://www.union-city.k12.nj.us/>
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Communication and input from parents is solicited through the School Leadership Council.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- 10.** How will the school inform families about the academic achievement of their child/children? Back to School Night and Parents' Night offer parents the opportunity to meet the teacher to discuss test results as well as individual student progress. When the standardized test results are received, the parent report is sent home for parental review and conferences are scheduled as needed.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? Funds will continue to be used to support and elicit parental participation within programs; supplies, workshop guest speakers, etc.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<ul style="list-style-type: none"> New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. <ul style="list-style-type: none"> Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement. Hiring, Retaining, Recruiting - Function of Human Resources. All

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		<p>recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends</p>
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. Monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal